

YORK ROAD ELEMENTARY

2254 West Main Street
Rock Hill, SC 29732

GRADES K-5 Elementary School

ENROLLMENT 534 Students

PRINCIPAL Crystal F. Guyton 803-981-1950

SUPERINTENDENT Dr. Randy Bridges 803-981-1000

BOARD CHAIR Kathy Pender 803-980-5512

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
28	32	2	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

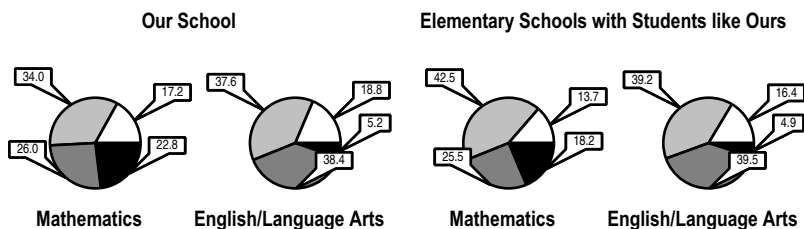
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	33	92	52
Percent satisfied with learning environment	100.0%	91.2%	88.5%
Percent satisfied with social and physical environment	100.0%	89.1%	87.8%
Percent satisfied with home-school relations	100.0%	91.3%	84.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	266	100.0	18.8	37.6	38.4	5.2	43.6	17.6
Gender								
Male	130	100.0	21.7	42.5	31.7	4.2	35.8	17.6
Female	136	100.0	16.2	33.1	44.6	6.2	50.8	17.6
Racial/Ethnic Group								
White	152	100.0	6.8	32.4	52.7	8.1	60.8	17.6
African-American	106	100.0	36.2	44.7	18.1	1.1	19.1	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	232	100.0	15.0	37.3	42.7	5.0	47.7	17.6
Disabled	34	100.0	46.7	40.0	6.7	6.7	13.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	266	100.0	18.8	37.6	38.4	5.2	43.6	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	264	100.0	18.1	37.9	38.7	5.2	44.0	17.6
Socio-Economic Status								
Subsidized meals	87	100.0	37.7	49.4	11.7	1.3	13.0	17.6
Full-pay meals	179	100.0	10.4	32.4	50.3	6.9	57.2	17.6

Mathematics								
All students	266	100.0	17.2	34.0	26.0	22.8	48.8	15.5
Gender								
Male	130	100.0	16.7	36.7	24.2	22.5	46.7	15.5
Female	136	100.0	17.7	31.5	27.7	23.1	50.8	15.5
Racial/Ethnic Group								
White	152	100.0	5.4	24.3	35.8	34.5	70.3	15.5
African-American	106	100.0	34.0	47.9	12.8	5.3	18.1	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	232	100.0	12.7	34.1	29.1	24.1	53.2	15.5
Disabled	34	100.0	50.0	33.3	3.3	13.3	16.7	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	266	100.0	17.2	34.0	26.0	22.8	48.8	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	264	100.0	16.9	33.9	26.2	23.0	49.2	15.5
Socio-Economic Status								
Subsidized meals	87	100.0	37.7	46.8	13.0	2.6	15.6	15.5
Full-pay meals	179	100.0	8.1	28.3	31.8	31.8	63.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	89	N/A	11.2	42.7	40.4	5.6	46.1
	Grade 4	86	N/A	12.8	32.6	53.5	1.2	54.7
	Grade 5	103	N/A	13.6	52.4	29.1	4.9	34.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	90	100.0	16.7	22.6	50.0	10.7	60.7
	Grade 4	78	100.0	14.7	45.3	34.7	5.3	40.0
	Grade 5	98	100.0	24.2	45.1	30.8	N/A	30.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	89	N/A	19.1	43.8	18.0	19.1	37.1
	Grade 4	86	N/A	12.8	31.4	25.6	30.2	55.8
	Grade 5	103	N/A	12.6	35.0	25.2	27.2	52.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	90	100.0	11.9	32.1	26.2	29.8	56.0
	Grade 4	78	100.0	16.0	36.0	29.3	18.7	48.0
	Grade 5	98	100.0	23.1	34.1	23.1	19.8	42.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 534)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.5%	Down from 1.7%	1.9%	2.4%
Attendance rate	97.0%	Down from 97.4%	96.3%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	17.7%	Down from 25.9%	24.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.7%	Up from 4.8%	7.0%	8.0%
Older than usual for grade	N/A	N/A	0.6%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 34)				
Teachers with advanced degrees	50.0%	Down from 55.6%	53.6%	50.0%
Continuing contract teachers	85.3%	Down from 86.1%	88.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	85.7%	Down from 90.4%	88.9%	86.2%
Teacher attendance rate	N/R	N/R	96.0%	95.3%
Average teacher salary	\$44,275	Up 2.6%	\$41,570	\$39,909
Prof. development days/teacher	7.0 days	Down from 8.6 days	10.1 days	11.4 days

School				
Principal's years at school	1.0	Down from 14.0	4.5	4.0
Student-teacher ratio	19.9 to 1	Up from 10.0 to 1	20.1 to 1	18.9 to 1
Prime instructional time	N/R	N/R	91.0%	89.7%
Dollars spent per pupil*	\$4,409	Up 4.1%	\$5,373	\$5,892
Percent spent on teacher salaries*	76.0%	Up from 74.8%	68.4%	66.6%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

York Road Elementary School continued its focus on literacy instruction during the 2002-2003 school year. Schedules were arranged for classroom teachers to have at least one hour of uninterrupted time for literacy instruction. The first hour of the school day was not used for special areas, which preserved this prime instructional time for core curriculum. At each grade level, kindergarten through fifth grade, schedules were arranged to allow at least 3 common planning times for team planning.

Our PTO and SIC continue to play a vital role as sustainers of quality education. Our PTO raised enough money to allow every teacher's request for classroom materials and school requests for playground equipment. In the past three years, our PTO has designated \$15,000 for leveled reading materials for students. Our School Improvement Council met monthly to discuss challenges facing our school and to provide advice to address concerns.

Throughout the year, students with academic plans were invited to stay after school for help with homework and to participate in club activities including drama, basketball, fitness, accelerated reader program, technology, chorus, and more. We will continue this effort to help children improve academically, while providing interesting activities for after school involvement.

We will continue to challenge students to reach "proficient" or "advanced" levels in PACT through focused standards-based instruction and the use of benchmark testing in MAPS. This program will provide timely feedback for teachers to modify instruction to meet the needs of all students.

Submitted by Crystal Guyton

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.